Name: Rachel Fischhoff Grade: 5 Date: April 23, 2012

Reading Nonfiction Narratives as Stories with Main Characters

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| Lesson Sources: Navigating Nonfiction |
| Lesson Objectives: Students will identify story structure in nonfiction texts, and be able to retell nonfiction texts using story elements. |
| Standards: |
| Multicultural Content: |
| Materials and Advanced Preparation: anchor chart—text structures + somebody wanted but so |
| Prior Knowledge and Skills Needed: |
| Key/New Vocabulary: main character |

Lesson Procedure: Part One

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| **Time** | **Teacher Actions** | **Student Learning Activities** | **Form of Assessment** |
| 1 min | **1. Connection**   * Readers, over the break, I was reading a lot of nonfiction texts—some were expository, all about texts. Others were narrative texts that I could read like stories. * I came across this book, Cactus Hotel, and I couldn’t immediately tell which pile I would put it in. One reason it was so tricky is because this text doiesn’t have a traditional main character. | Explain purpose of mini-lesson |  |
| 10 min max | **2. The Teaching (The Giving of Information):**   * Today I want to teach you that we can read nonfiction narratives even when there isn’t a traditional main character. * First, let’s try together. Listen to this book and ask yourself—is it nonfiction? What type? Who is the main character? Think about these questions * Chart * First, listen, then in a minute you’ll have a chance to share your responses to these questions. | * Active listening |  |
|  | **3. Have-A-Go (optional)**  T&T: Turn and talk to a partner. Even though this doesn’t immediately seem like a story, what clues do we have that this is a story? What story elements do we see in this text?  T&T to a partner about the story elements you hear *and* how we can retell this book like a story.  Bring back—introduce somebody wanted but so method of retelling. Model with a story we know…Eleanor wanted to have a public life but that wasn’t what people (including some people in her fam) wanted for her so, she had to be the first.  Try with Somebody Wanted But So—volunteer from class. | How will students be actively involved?  By:   * Partner Talk | * Conferring * Introduce scaffolds |
|  | **4. The Link**  Readers, today we’ve learned that even a cactus can be a main character. Its helpful to think about story frame and to think about the actors in nonfiction like we thinkg about protagonists in fiction.  For example, what do we know about this cactus? Where does it live? What traits we use to describe it?  Today and everyday as you’re reading, think about story structure in nonfiction texts  And  Think about using the somebody wanted but so frame to retell and hold on to important sotry elements. | **(Workshop Time)**   * ID nonfiction types * Retelling | * Conferring |
|  | **5. Closing (at the share)**  Can readers using this retelling frame?  Did anyone id a main character who isn’t a person? | * Share stories from workshop—by volunteering. |  |

**Reflections:**

How did the lesson plan work? What was effective? What did you learn? What would you change for tomorrow or the next time you will use this plan?

Chart

Identifying and Reading Narrative Nonfiction

* Is this a story? Might it be narrative nonfiction?
* If it is narrative nonfiction, read asking
  + Who is it about, and what are some traits of the main character?
  + What does the character want---what are its motivations? Its needs?
  + What dangers or struggles does it encounter?

Somebody Wanted But So